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ABSTRACT

This report describes a pilot study of the attitudes and personal estimates of progress of students who have spent 4 or more years in the Amigos two-way bilingual program in Cambridge, Massachusetts. The program currently enrolls about 300 students: 50% native Spanish speakers and 50% native English speakers, approximately half of whom are African American. For half the day Spanish is the medium of instruction and English is used for the other half. A 25-questions survey was administered to Grade 4, 5, and 6 Amigo students designed to sound out their perceptions of the two-way language learning experience and the social world it provides. Results showed that both English- and Spanish-Amigos are aware of their progress in acquiring skills in both Spanish and English; that both groups have confidence in their potential as teachers of these languages; and that both are sensitive to cultural norms governing language use outside of school. Results also showed that the majority of Amigo students are basically satisfied with the program; that they want to continue in it and in their own bilingual/bicultural development; and that they do not believe the program has jeopardized their academic progress nor their command of their first language. The study investigators believe that these perceptions and opinions of students are essential to the evaluation of the program's effectiveness and to the program's amelioration. Appended to the report are the responses displayed in tabular form by grade following each of the 25 questions. A brief second table gives data on average Spanish and English reading scores of the Spanish Amigos. (LR)

RESEARCH REPORT: 11

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STUDENTS' VIEWS OF THE AMIGOS PROGRAM

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Students' Views of the Amigos Program

Abstract

This report describes a pilot study of the attitudes and personal estimates of progress of students who have spent four or more years in the Amigos two-way bilingual program in Cambridge, Massachusetts. The Amigos program currently enrolls about 300 students: 50% native Spanish speakers and 50% native English speakers. Approximately half of the English speakers are African American. Spanish is the medium of instruction for 50% of the day; English is used for the other 50%.

The answers to a 25-question survey administered to Grade 4, 5, and 6 Amigos students give a wide-ranging indication of their perceptions of the two-way language learning experience and the social world it provides. Through their answers, both Spanish- and English-Amigos demonstrate that they are aware of their progress in acquiring skills in both Spanish and English. Both groups show confidence in their potential as teachers of Spanish and English, and they show sensitivity to cultural norms governing language use outside of school. They are forming close friendships with members of the other cultural groups in the program as well as with members of their own cultural group.

The survey results also show that the majority of Amigos students are basically satisfied with the program; that they want to continue in it and in their own bilingual/bicultural development; and that, in their view, the program has not jeopardized their academic progress nor their command of their first language. The authors believe that these perceptions and opinions of students are essential to the evaluation of the program's effectiveness and to the program's amelioration.

INTRODUCTION

In Cambridge, Massachusetts, the idea for a new type of academic program crystallized during the 1985-86 school year. This idea evolved as a consequence of a collaborative effort of parents, teachers, and administrators of the Cambridge Public School system and other members of the community, who came together to explore possible ways of combining the best features of transitional bilingual education (for limited English proficient students) and language immersion education (for native English speakers). Committees sought ways to avoid the structure of transitional bilingual education that often segregates limited English proficient (LEP) students from the rest of the school and to establish an effective bilingual experience for both Spanish-native and English-native young people.

Today, the Amigos two-way bilingual program (also called developmental bilingual or two-way immersion) currently serves some 300 public school students from Spanish-speaking and English-speaking homes. Fifty percent of the students enrolled in Amigos are LEP Hispanics, and 50% are non-Hispanic English speakers. Approximately half of the English speakers are African American. Spanish is the medium of instruction for 50% of the day, and English is used for the other 50%. For each class, a Spanish-speaking teacher and an English-speaking teacher maintain separate language environments for the students. Language mixing in the classroom is avoided.

In addition to the academic and language development of the students, a second major focus of the program is to provide children with the opportunity to cultivate friendships with children from different ethnic groups and with different values and outlooks on life, and to enrich (or develop, if necessary) knowledge about their own cultural distinctiveness.

The present report is an attempt to see how well the mixture is working. It describes a pilot study of the attitudes and personal estimates of progress of students who have spent four or more years in the Amigos Program, making it a companion piece to our earlier report on the academic and language performance of the same children (Cazabon, Lambert, & Hall, 1993). The structure of the program permits half of the students in each class to become native-speaker "assistants" to the English teacher and half to become assistants to the Spanish teacher. The two teachers for any class are expected to cover grade-appropriate academic matters thoroughly and ultimately pass the class along to teachers at the next grade. The Amigos program, therefore, is a perfect example of two-way bilingual immersion education in which the bilinguality is developed mainly in school, with no time out from conventional instruction in school subject matters. Enrollment is voluntary; it is not at all a program for advantaged families. The two participating schools are situated in working-class districts of Cambridge, Massachusetts, and the school principals describe the Amigos children as being from economically "poor homes" but with at least one parent who cares about education.

Investigators carefully monitored the school performance and language development of the children in the program, from the children's kindergarten year on, making use of standardized tests in English and in Spanish and of carefully matched control or comparison students in either conventional all-English programs or transitional bilingual programs. Portfolios of individual performance are also kept, which, although difficult to evaluate objectively, will be incorporated in later overall evaluations. The recent progress report on Amigos (Cazabon, Lambert, & Hall, 1993) is exciting because of the encouraging nature of the students' development.

To check on development by means of standardized tests or portfolios is one investigative method, but quite a different method is to turn, as we do here, to the students themselves for their views and evaluations of the program. By Grade 4, with a minimum of adult help, students can answer questions and express their feelings, both favorable and critical, with little or no difficulty. The questions used in this study were selected from earlier evaluative research, especially the work of Lambert and Tucker (1972) on the cross-cultural attitudes of English-

speaking children in French immersion courses in Montreal, and the work of Lindholm (1990) on two-way programs in California. The questions finally used were adapted for the U.S. situation and were then pre-tested for clarity and meaningfulness for grade school students in Cambridge.

The number of students involved here is very small, which means that the results presented should be taken as trends only, not as established outcomes. Our plan is to build up sample sizes (and confidence in the results) with follow-up groups of students.[1] The number of students is given in columns in each table (N); the small variations are due to students skipping a question or giving two responses.

EXAMINATION OF THE RESULTS

Table 1 presents the questions asked and the response alternatives made available to the children. Mean scores are given in parentheses at the left and proportions are listed under each response alternative. Respondents in Grade 4 and Grades 5/6 (combined because the number of students is small) are listed separately and are broken down into English-Amigos and Spanish-Amigos subgroups based on the ethnicity of the parents. A further breakdown was made of the Spanish-Amigos according to how much Spanish the student uses in the family, as determined by responses to Question 10 in Table 1. The "more" versus "less" Spanish-at-home subgroups were considered of interest to researchers because this difference in degree of Hispanic culture and language maintenance at home might well influence students' progress in the program.

How good are you in English and Spanish?

When questioned about their personal estimates of their competence in English and Spanish, (Questions 1 through 4), students were asked to make comparative evaluations using the following scale: (1) *much better in English than in Spanish;* (2) *a little better in English than in Spanish;* (3) *about as good in Spanish as in English;* (4) *a little better in Spanish than in English;* (5) *much better in Spanish than in English.* They answered in terms of their speaking, listening comprehension, reading, and writing skills.

The dominant outcome is that the Spanish-Amigos are closer to the balance point (i.e., about as good in Spanish as in English) in speaking skills than are the English-Amigos, who feel that they are better in English than Spanish (somewhere between *much better* and *a little better*). Predictable as this result may appear, one has to appreciate two facts. First, most Hispanic students in U.S. public schools cannot achieve a balance of Spanish and English skills, because they are so often encouraged to abandon their Spanish. They may be offered enough Spanish in transitional bilingual programs to get the gist of the teachers' lessons in English, but rarely are they helped to grasp the fundamentals of Spanish. In the Amigos program, the Spanish-Amigos seem bilingually competent and comfortable. Second, the English-Amigos do not find the question meaningless, because they see themselves as becoming competent in their second language: They fall somewhere between *much better* and *a little better* in English than in Spanish. Rarely do Anglophone students have an opportunity to progress to such a stage in second language (L2) development and to do so with no apparent negative effect on their English development. In fact, they perform as well or better than matched English-speaking children in all-English schools on standardized tests of English language competence and in subject matters taught through either L1 or L2 (see Cazabon, Lambert, & Hall, 1993).

With regard to understanding and writing in the two languages (Questions 2 and 4), the outcome is similar to that of Question 1. However, with regard to reading (Question 3), the Spanish- and English-Amigos groups are similar, both falling close to the balance point, which means that the English-Amigos feel stronger in reading Spanish than in speaking, understanding, or writing it. In other words, in reading, they feel much less English dominant.

Grade changes: From Grade 4 to Grade 5/6.

The main trend is that the English-Amigos in Grade 4 feel they are *much better* in English, whereas the English-Amigos in Grades 5/6 feel they are only *a little better* in English. A minority of the English-Amigos see themselves as equivalent in L1 and L2. Similarly, the older Spanish-Amigos feel more linguistically equivalent in L1 and L2 than the younger students, except in writing skills. The Spanish-Amigos in Grades 5/6 believe their writing skills are stronger in Spanish than in English.

Spanish-Amigos: More or less Spanish at home.

In general, the comparison of Spanish-Amigos subgroups who differ in the amount of Spanish they use with other family members is subtle, but still in line with common sense expectations. The "more Spanish at home" subgroup views itself closer to the balance point for all components of language competence than does the "less Spanish at home" subgroup. The students in the latter group are slightly more English dominant, particularly in the case of reading skills. The "less Spanish at home" group is very similar to the English-Amigos; they feel less linguistically balanced than the children with "more Spanish at home." However, in terms of writing skills at Grade 5/6, the "less Spanish at home" subgroup is at the same position (slightly Spanish dominant) as the "more Spanish at home" subgroup, and both Hispanic subgroups contrast sharply with the more English-dominant English-Amigos.

Understanding radio and television programs in Spanish

Estimates of ability to comprehend Spanish media programs (Question 5) are as expected. In general, the Spanish-Amigos can understand nearly everything they encounter in Spanish radio and television programs, whereas the English-Amigos get the gist of programs but not all the details. There are no basic changes in these estimates of students from Grade 4 to Grades 5/6, but there is a clear difference between the "more Spanish at home" students, who feel more capable with Spanish media, and the "less Spanish at home" students, who understand English media better.

How good are you at translating?

Questions 6a, 6b, 7a, and 7b asked students about their competence in translating between English and Spanish. The major trend again reflects a difference in confidence of the two main groups: The Spanish-Amigos believe they are able to translate *most things* both from English to Spanish and the reverse, whereas most English-Amigos believe they can translate *some things but not very many*, with only a minority who feel competent enough to translate *most things*. There are no noticeable differences attributable to grade level or to home use of Spanish among the Spanish-Amigos.

In terms of frequency of translating, the English-Amigos have more occasions in their families to translate from Spanish to English than do the Spanish-Amigos, whereas the Spanish-Amigos have more family experience in translating from English to Spanish. English-Amigos in Grades 5/6 have more occasions for translating than do English-Amigos in Grade 4, whereas Spanish-Amigos in Grades 5/6 have fewer occasions than those in Grade 4. Moreover, the "more Spanish at home" subgroup has more translation experience (both to and from Spanish) than does the "less Spanish at home" subgroup. This last finding gives another indication that the "less Spanish at home" students have fewer requests than the "more Spanish at home" students to translate for family members. This suggests that the families of the former group are more Anglicized and more bilingual than the families of students in the "more Spanish at home" subgroup.

How good a language teacher could you be?

With questions 8a and 8b, the Amigos students show a surprising degree of confidence in their potential as teachers of languages, both L1 and L2. With respect to the teaching of Spanish, the English-Amigos feel they could teach their siblings *quite a lot*, and the Spanish-Amigos feel they could be *very good* Spanish teachers. The results are similar for each grade level and for both subgroups of Spanish-Amigos. With respect to the teaching of English, the English-Amigos, as expected, feel very confident

(more so than they are in teaching Spanish), but the Spanish-Amigos are also very confident of their potential as teachers of English. The "less Spanish at home" group is particularly confident of their English teaching ability. Thus, the Amigos experience seems to have given both groups a surprisingly optimistic view of their bilingual capacity to teach both their first and second languages. However, the frequency of being called on to teach family members (Questions 9a and 9b) indicates that neither group is afforded much of this type of teaching experience: Family members generally ask only for the meanings of certain L2 words.

Question 10 asked about the extent of Spanish usage in the home, and, as mentioned earlier, the answers provided us with a means of separating out the "more" and "less Spanish at home" subgroups for the Hispanic students.

Do you use Spanish/English outside school?

When Amigos students are outside school and in contact with Spanish-speaking youngsters (Question 11), both English- and Spanish-Amigos groups favor English over Spanish as the medium of social interaction, as though students recognize a norm that English should prevail in "public domains." Spanish-Amigos are less extreme in the use of English in such circumstances. Both groups in Grade 4 are more likely to *sometimes* use Spanish with Hispanic classmates than are the Amigos students at Grades 5/6. This suggests that the Cambridge school student's idea that "public means English" becomes stronger as the student grows older. Furthermore, by Grades 5/6, the "less Spanish at home" subgroup is clearly less likely to use Spanish with Hispanic classmates outside school, as though these students avoid sounding Hispanic.

Are you self-conscious about speaking your languages?

Questions 12a and 12b asked students about friends making fun of their use of either Spanish or English. Unfortunately, this question is ambiguous: Students may have interpreted it to mean ridicule because they *choose* to speak Spanish (or English) rather than ridicule because of their inadequate *control* of the spoken language. Regardless, the main theme is that the large majority of Amigos students are not fearful of either type of ridicule. Still, some show a sensitivity about their use of Spanish: 25% to 30% at Grades 5/6, especially the "less Spanish at home" subgroup (30%) and the English-Amigos (25%). With respect to speaking English, a minority (about 17%) of both the "more" and "less Spanish at home" subgroups register a concern about ridicule of their use of English. In particular, the "less Spanish at home" subgroup shows somewhat more concern about their use of both Spanish and English. Overall, however, the majority of all students are confident in their handling of both languages.

Has the Amigos program helped you form new friends from your own or from the other cultural group?

Questions 13a and 13b asked students if they made friends because of the bilingual/bicultural nature of the Amigos program. Overall, the Amigos experience appears to help students develop new and close friendships within their own and from the other ethnolinguistic group. Thus, Spanish-Amigos students develop "very good" friendships with two or more Anglophones and with other Hispanics, and the same pattern emerges for English-Amigos.

Do you prefer English-speaking or Spanish-speaking friends?

Question 14 probed the issue of friendships by asking if the students prefer friendships within their own ethnolinguistic group to friendships from the other cultural group. There is a clear preference for having friends from both groups, a trend that is particularly clear at Grades 5/6, especially for the English-Amigos. A minority of students (about 15%) in all subgroups prefer English-speaking friends, and no students at Grades 5/6 prefer Spanish-speaking friends to English-speaking ones.

Do you know how other cultural groups think and feel?

Questions 15-18 asked students how well they know members of the three main ethnic groups that make up the Amigos experience: Hispanic, white, and African American. In general, students are reserved about their knowledge of how these groups of people think and feel. Few students represent themselves as experts in cultural groups, even in their own. This trend suggests to us that the Amigos children may be learning to refrain from stereotyping.

Thirty-three percent of the English-Amigos say they know *only a little about* Hispanic people; 42% think they know Hispanic people *very well;* and a minority (25%) say they *don't know at all* how Hispanic-Americans think and feel. The Spanish-Amigos are somewhat more sure about the thoughts and feelings of Hispanic people, but a sizable minority claim little or no real knowledge of them. The "less Spanish at home" students feel less sure than do the "more Spanish at home" students.

With respect to white Anglophones, the pattern is similar, but here the English-Amigos are somewhat more sure of their knowledge and the Spanish-Amigos relatively less sure. At the Grade 5/6 level, those with "more Spanish at home" are the least knowledgeable about white Anglophones.

With respect to African-American Anglophones, all subgroups indicate that they know *only a little* or *don't know at all* about how African Americans think and feel. There are no prominent grade or subgroup differences in this instance. Overall, then, the Amigos students project a conservative uncertainty when questioned about how these three ethnic groups think and feel. Their reluctance to generalize is refreshing, especially in these times when ethnic groups are so frequently stereotyped and viewed as homogeneous, well-defined social entities. Might these results mean that the Amigos experience, in which these three ethnic subgroups are equally represented in all classrooms from kindergarten until 12th grade, has taught these children that ethnic or racial membership does not actually tell one much about feelings and thinking? Do students learn to perceive similarities rather than differences when dealing with members of different ethnic groups? The next question (Question 18) explored that issue.

How different are Hispanic Americans from other Americans?

Question 18 asked students to compare and contrast Hispanic-American people with white and African-American English-speaking people. The most typical response of all subgroups of respondents was that Hispanics are *similar in some ways and different in other ways.* Few students view Hispanics as *very different.* In fact, more students view Hispanics as *very much like* other Americans than view them as *very different.* In this case, there are no noticeable differences in response between English- and Spanish-Amigos, nor are there grade differences, nor differences related to the use of Spanish at home. Thus, according to English- and Spanish-Amigos students, Hispanic Americans are essentially no different from either white or African-American people.

How do you feel about classrooms with students from various ethnic backgrounds?

Question 19 asked about mixed ethnic/racial classrooms versus ethnically segregated schooling. The majority of all subgroups favored mixed classes *very much,* but a small minority disliked certain aspects of the mixture. Few students favored ethnically segregated classes. There are, however, interesting age/grade contrasts: In Grade 4, 83% of the English-Amigos favored mixed classes, whereas in Grades 5/6, 92% favored mixed classes. Of the Spanish-Amigos in Grade 4, 100% favored mixed classes; of the Spanish-Amigos in Grades 5/6, 73% favored such classes. This decrease is not related to the use of Spanish at home. Researchers would benefit from monitoring the Spanish-Amigos through later grades to investigate why certain students do not like mixed classrooms. Could it be that these students worry about being over-Americanized or about losing contact with their heritage culture?

Suppose you were born into a different ethnic household?

Questions 20a and 20b asked the English- and Spanish-Amigos students, separately, to imagine that they were born into a family of the other linguistic and cultural background, and to state how they would feel about such a hypothetical change. For both subgroups, there is some uncertainty of feeling: Slightly more than half of the students at Grades 5/6 say they would be *just as happy* were they born into the other ethnic community; slightly less than half say they are *not sure* how they would feel. Few students mention that they *would not want to be* of the different cultural background.

Fifty percent of the English-Amigos in Grade 4 say they would be *just as happy* to be born a Spanish-speaking American, whereas 58% of the English-Amigos in Grades 5/6 give this response. In contrast, 71% of the Spanish-Amigos in Grade 4 say they would be *just as happy* to be born an English-speaking American, and only 50% of the Spanish-Amigos in Grades 5/6 answer in this manner. The difference in response is even greater between the "more Spanish at home" and the "less Spanish at home" subgroups.

Of special interest is this probing of the Amigos students' sense of cultural identity and the perceived substitutability of the other culture. The findings indicate that approximately half of the students have a sense of similarity and interchangeability of the two cultures, and that a nearly equal proportion of students are not sure how they would feel, as though for the latter group the switch would not be a trivial one. In the higher grades, the English-Amigos are somewhat more ready to imagine a culture switch than the Spanish-Amigos, and this greater incertitude among the Spanish-Amigos is particularly marked for those who use "more Spanish at home." The implication is that the Spanish-Amigos students have more to lose in a culture switch, and that they run a greater risk of losing their cultural moorings. Certainly, Hispanics do have a greater likelihood of losing their heritage culture in the United States than do Anglophones. Large proportions of English- and Spanish-Amigos students, however, are not upset by the idea of a culture switch.

What do you think of the Amigos program?

Questions 21 to 25 probed students' views on the Amigos program itself and its impact on them. Question 21 asked students how much they enjoy studying through Spanish and English. Two major trends are discernible. The English-Amigos are split between enjoying Amigos *very much* on one hand, and finding *some of it good, some not so good* on the other hand. This split is found in all the grade levels. In contrast, the Spanish-Amigos are much more satisfied with the program; some 70% overall *enjoy it very much*, and this trend is exhibited in Grades 4 and 5/6. There is an important subgroup difference in this instance: In Grades 5/6, those Hispanic students who use little or no Spanish at home are much more reserved and critical of the program than those students who use mostly Spanish at home. Fifty-seven percent of the former group see *some of it good/some not so good*, whereas only 10% of the latter group chose this response. Ninety percent of the latter group enjoy the program *very much.* This finding raises the question of what it is about Amigos that is *not so good* for over 50% of the "less Spanish at home" subgroup and for the same proportion of English-Amigos students.

Have you had enough of Amigos schooling?

Question 22 asked whether, after four or more years in mixed Spanish and English schooling, students would now rather switch to an all-English school. Overall, very few (10-15%) say they would want to switch. Instead, the personal debate is between enjoying school *as it is* and being *not sure.* The English-Amigos students in Grade 4 are unsure about switching schools, but those in Grades 5/6 enjoy Amigos schooling more. The Spanish-Amigos students in Grades 5/6 show somewhat more uncertainty about switching to English schooling than those students in Grade 4. The "less Spanish at home" subgroup is particularly uncertain, especially at Grades 5/6, compared with the "more Spanish at home" subgroup. Here, then, is a possible sign that those families that downplay Spanish at home may have generated in their children the notion that the Amigos program may keep them from a richer Anglophone education: Hispanic students from fami-

lies that keep Spanish active at home not only enjoy the Amigos program more (Question 21), but they are also less likely to yearn for a switch to all-English schooling.

Is too much time spent on Spanish?

Over 75% of both English- and Spanish-Amigos students at Grades 4 and 5/6 answered that *just about the right amount of time* is spent on Spanish (Question 23). Few argue that there is *too much* Spanish; in fact, 17% of the English-Amigos students and 20% of the "more Spanish at home" subgroup feel that too little Spanish is taught. Although the "less Spanish at home" students appreciate the current balance of Spanish and English, they are not prone to endorse an increase in Spanish content.

Do you want to continue learning Spanish?

Responses to Question 24 indicate that, at Grades 5/6, over 65% of both English- and Spanish-Amigos want very much to continue learning Spanish, and 35% would prefer to have less time on Spanish as they continue studying it. The picture is somewhat less favorable at Grade 4 than at 5/6; results suggest that interest in Spanish education may increase with more experience in the program. The use of Spanish at home has an important effect on students in Grades 5/6: 80% of the "more Spanish at home" students are anxious to continue with Spanish, whereas 43% of the "less Spanish at home" subgroup feel this way—a further sign that the latter subgroup is less interested in or oriented to Spanish education.

Has Amigos schooling put you behind in English?

Question 25 asked students to compare themselves to children without a Spanish component in their education. Most believe that they are really not behind in English at all, perhaps a bit, but even so, not much. The English-Amigos, in particular, feel that they are not at all behind, but rather ahead in English compared to students in the same grade in an all-English program. This belief holds for both Grade 4 and Grades 5/6 English-Amigos students. The Spanish-Amigos, in comparison, are a bit less sure of their status, feeling that they may be a bit behind in English. In this case, the "less Spanish at home" students are more confident that they are not behind at all. Overall, then, the Amigos students have the general impression that they have not been shortchanged in learning English skills. In fact, the English-Amigos clearly believe their English has been made stronger, and the Spanish-Amigos believe that if they are a bit behind, it is not by much.

FURTHER CORRELATES OF SPANISH USAGE IN THE HOME

By way of exploring further the contrasts between Hispanic youngsters from families who use Spanish as the major home language and those who use English as the major home language, additional comparative information is given in Table 2. Here the research questions are the following: Do these subgroups differ in terms of their competence in Spanish and in English? Does competence vary in different grades? Does abstract reasoning ability, as measured by a standardized test, account for degrees of competence, regardless of home experience with Spanish?

Table 2 presents the average scores for English- and Spanish-language reading achievement and for abstract reasoning ability, measured by tests described in our first report (Cazabon, Lambert, & Hall, 1993). Readers must note that the comparisons in Table 2 are based on extremely small numbers of students and do not represent reliable findings. Nonetheless, they are suggestive, prompting us to increase sample sizes through follow-up classes.

The pattern of mean scores indicates that in Grades 4 and 5 the "less Spanish at home" subgroup is clearly stronger in English reading measured by the California Achievement Test (CAT) than is the "more Spanish at home" subgroup. The "less Spanish" subgroup, in fact, scores at or slightly above grade norms for English-speaking students, whereas

the "more Spanish" subgroup in Grades 4 and 5 is nearly a year behind those grade norms. With regard to Spanish reading competence as measured by the Spanish Assessment of Basic Skills (SABE), a similar advantage for the "less Spanish" subgroup emerges at Grades 4 and 5, although the differences between the two subgroups are not as pronounced.

At the same time, the "less Spanish at home" students score higher on the measure of abstract reasoning (the Raven Progressive Matrices test), especially at Grade 5. Abstract reasoning is an important component of general intelligence scores, and past research has established that intelligence scores of children are correlated highly with social class standing of parents, parents' education, and with parents' own intelligence scores. Consequently, our reasoning in this instance is that, when compared with the parents of the "more Spanish at home" students, the "less Spanish at home" parents may have more formal education, and thus a better command of English, and possibly a greater potential for social class improvement. In other words, the higher Raven scores of the "less Spanish at home" students may be a sign of higher parental education. Better educated Hispanics residing in the United States would likely be more bilingual in English and Spanish and less dependent on Spanish for within-family interactions. Higher Raven scores would also coincide with better performance on standardized tests of any type, including English and Spanish reading tests. Thus, the Raven scores for abstract reasoning become a pivotal variable in this interpretation.

However, at Grade 6, something else appears to be at work. The Raven scores of the two subgroups are more similar; although the "more Spanish at home" students score higher (III+) than the "less Spanish at home" subgroup (III-), both are close to the norm for their age level. However, the competence in both Spanish and English is stronger for the "more Spanish at home" subgroup. In fact, the "more Spanish at home" students score at a much higher grade level in Spanish reading, clearly ahead of the "less Spanish at home" students. Similarly, in English reading, the "more Spanish at home" students are a year ahead of the age norm and far ahead of the "less Spanish at home" subgroup. Although the numbers are very small, one interesting possibility suggested here is that, in the later grades, the "bilingual advantage" described by Cummins (1981) may fall to those children who are offered a richer heritage language/culture experience at home. This very tentative hypothesis, however, will have to be tested again when our sample sizes are more substantial.

SUMMARY AND CONCLUSIONS

Just as a business, through the use of specialized client surveys, strives to improve its productivity by analyzing the degree of its customer satisfaction, a school system, through the administration of student questionnaires, can obtain a unique glimpse of the attitudes and perceptions of its customers—the students. The answers to a 25 - question survey for Grade 4 and Grades 5/6 Amigos students give us a widely ranging indication of the perceptions of the two main groups of students—English-Amigos and Spanish-Amigos—about the two-way language learning experience and the social world it provides. An important part of the students' metacognitive development comes from thinking about the learning experience and forming opinions about the process. Therefore, by asking students pertinent questions about the effectiveness of their program, we, as teachers and researchers, can begin to understand what the Amigos program means to students and how it might be improved. At this point, the number of students involved is limited, and thus, we present trends only, not established conclusions.

Through their responses, Spanish-Amigos and English-Amigos demonstrate that they are aware of their progress in acquiring skills in both Spanish and English–skills in speaking, reading, writing, understanding, and translating. The Spanish-Amigos feel they have an equal command of the two languages, whereas the English-Amigos feel they have a stronger command of English. The English-Amigos, how-

ever, are confident that Spanish is becoming their second language. Both groups also show real confidence in their potential as language teachers of either Spanish or English. They also show a sensitivity to cultural norms governing language use outside of school: Student responses suggest the existence of a norm for the use of English in public spheres of interaction. Students in the higher grades tend to be more concerned about this norm than are the students in the lower grade. In terms of friendships, both groups claim that through the Amigos program they are forming close friendships with members of their own cultural group and with members of the other cultural groups involved. Although half of the students are *not sure* how they would feel if they had been born into the unfamiliar culture, the other half claim they would be *just as happy*. Neither half, however, rejects outright the idea of a switch in cultural background.

The responses to questions that deal with program satisfaction indicate that 90% of Spanish-Amigos who use "more Spanish at home" enjoy the program *very much*. The Spanish-Amigos who use "less Spanish at home" and the English-Amigos are split between enjoying it *very much* and feeling *some of it is good, some not so good*. Thus, improvements are recommended.

The majority of all Amigos students would not prefer to go to an all-English school, because they *enjoy school as it is*. Most are satisfied with the amount of time (50%) spent in Spanish and want to continue studying Spanish. Some would like the amount of Spanish to be increased. The majority of all students, both English- and Spanish-Amigos, do not feel that they are behind in English at all (compared to students in an all-English program), and many students, especially the English-Amigos, believe they may be ahead in English.

By further breaking down Spanish-Amigos into two subgroups—"more Spanish at home" and "less Spanish at home"—we can see some differences in the responses between subgroups, and we can infer that families who keep Spanish at home are more likely to send their children to school with a secure sense of cultural and linguistic identity and an openness to adding a second identity. Results show some signs, albeit very preliminary, that the "more Spanish at home" subgroup may be advantaged in language skills as they reach the higher grades.

The survey format shows us that students are sensitive to and knowledgeable about their acquisition of language skills and cross-cultural friendships. It also demonstrates that, in general, the Amigos students are satisfied with and profit from the program. As clients, their perceptions and opinions are essential to the overall evaluation of the program's effectiveness and to the program's amelioration.

NOTE

[1] Updated tables with increased sample sizes, including new classes of students at each grade level, will be available from the authors in late Spring 1995.

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TABLE 1

PUPILS' OPINIONS OF THE AMIGOS PROGRAM

(SPRING SURVEY, 1993)

Instructions accompanying each questionnaire:

Some schools in the New England area have programs of Spanish for pupils in kindergarten and elementary classes. You are one of those who have started Spanish early. Now we want to know how far along in Spanish you think you are, how well you can speak and understand the language, and what you know about cultural groups different from your own.

The questions to follow are simple ones, but there are no right or wrong answers to them. Please read each question carefully, and when you are sure that you understand it, answer it as well as you can. What we want is your own personal answers because pupils' opinions about the Spanish/English program in your school are the most important of all. If you don't understand a question, just raise your hand.

First, how well can you speak Spanish? Better than English or worse? Put an X in the space below that says how well you can speak Spanish compared to English.

1. In speaking, I am:

			much better in Spanish than in English		a little better in Spanish than in English		about as good in Spanish as in English		a little better in English than in Spanish		much better in English than in Spanish	
		Scale[3]:	**(5)**		**(4)**		**(3)**		**(2)**		**(1)**	
Grades 5 & 6	**N**	**Means**										
English-Amigos	13	(1.69)	-		-		2	15%[4]	5	38%	6	46%
Spanish-Amigos	18	(2.72)	3	17%	-		8	44%	3	17%	4	22%
- more Spanish[1]	11	(3.09)	3	27%	-		5	46%	1	9%	2	18%
- less Spanish[2]	7	(2.14)	-		-		3	43%	2	28%	2	28%
Grade 4												
English-Amigos	12	(1.42)	-		-		-		5	42%	7	58%
Spanish-Amigos	14	(2.78)	2	14%	1	7%	6	43%	2	14%	3	21%
-more Spanish[1]	7	(3.43)	2	29%	1	14%	3	43%	-		1	14%
-less Spanish[2]	7	(2.14)	-		-		3	43%	2	28%	2	28%

[1] Subgroup of Hispanic-background children that uses mostly Spanish at home.

[2] Subgroup of Hispanic-background children that uses mostly English at home.

[3] Arbitrary scale positions used to calculate mean scores (presented in parentheses). The scale for the first four questions has its high point (5) at the *much better in Spanish than English* alternative; scale point (3) represents equivalent skills in Spanish and English; the mean score of 2.72 for the Spanish-Amigos group in Question 1 indicates that on average these students feel their speaking skills fall near the balance point.

[4] All percentages shown are within-group (e.g., English-Amigos) percentages.

[Note: These ratings represent the students' self-perception of their language skills, not an outside measure.]

2. In understanding spoken English or Spanish, I am:

			much better in Spanish than in English		a little better in Spanish than in English		about as good in Spanish as in English		a little better in English than in Spanish		much better in English than in Spanish	
		Scale[3]:	(5)		(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**											
		Means										
English-Amigos	12	(1.83)	-		-		2	17%	6	50%	4	33%
Spanish-Amigos	17	(2.82)	2	12%	2	12%	8	47%	1	6%	4	24%
- more Spanish[1]	10	(3.10)	2	20%	1	10%	5	50%	-		2	20%
- less Spanish[2]	7	(2.43)	-		1	14%	3	43%	1	14%	2	28%
Grade 4												
English-Amigos	12	(1.67)	-		-		2	16%	4	33%	6	50%
Spanish-Amigos	15	(2.80)	2	13%	1	7%	6	40%	4	27%	2	13%
- more Spanish[1]	7	(3.14)	2	29%	-		3	43%	1	14%	1	14%
- less Spanish[2]	8	(2.50)	-		1	12%	3	38%	3	38%	1	12%

3. In reading, I am:

			much better in Spanish than in English		a little better in Spanish than in English		about as good in Spanish as in English		a little better in English than in Spanish		much better in English than in Spanish	
		Scale[3]:	(5)		(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**											
		Means										
English-Amigos	13	(2.23)	-		-		6	46%	4	31%	3	23%
Spanish-Amigos	17	(2.59)	2	12%	-		7	41%	5	29%	3	18%
- more Spanish[1]	10	(2.80)	2	20%	-		4	40%	2	20%	2	20%
- less Spanish[2]	7	(2.29)	-		-		3	43%	3	43%	1	14%
Grade 4												
English-Amigos	12	(1.75)	-		-		2	17%	5	42%	5	42%
Spanish-Amigos	15	(2.27)	2	13%	-		2	13%	7	47%	4	27%
- more Spanish[1]	7	(2.57)	2	29%	-		-		3	43%	2	29%
- less Spanish[2]	8	(2.00)	-		-		2	25%	4	50%	2	25%

4. In writing, I am:

			much better in Spanish than in English		a little better in Spanish than in English		about as good in Spanish as in English		a little better in English than in Spanish		much better in English than in Spanish	
		Scale[3]:	(5)		(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**											
		Means										
English-Amigos	13	(1.92)	-		-		4	31%	4	31%	5	38%
Spanish-Amigos	17	(3.24)	3	18%	4	23%	7	41%	-		3	18%
- more Spanish[1]	10	(3.30)	3	30%	1	10%	4	40%	-		2	20%
- less Spanish[2]	7	(3.14)	-		3	43%	3	43%	-		1	14%
Grade 4												
English-Amigos	12	(1.83)	-		1	8%	2	17%	3	25%	6	50%
Spanish-Amigos	15	(2.93)	4	27%	1	7%	3	20%	4	27%	3	20%
- more Spanish[1]	7	(3.57)	3	43%	1	14%	1	14%	1	14%	1	14%
- less Spanish[2]	8	(2.38)	1	12%	-		2	25%	3	38%	2	25%

5. How well do you understand radio and TV programs in Spanish?

			I understand Spanish programs better than English ones		I understand every word in Spanish		I can't follow everything in Spanish, but I do get most of it		I can only get the idea, not many words in Spanish	
		Scale[3]:	(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**									
		Means								
English-Amigos	12	(1.67)	-		1	8%	6	50%	5	42%
Spanish-Amigos	17	(2.89)	4	24%	8	47%	4	24%	1	6%
- more Spanish[1]	10	(3.30)	4	40%	5	50%	1	10%	-	
- less Spanish[2]	7	(2.00)	-		3	43%	3	43%	1	14%
Grade 4										
English-Amigos	12	(1.67)	-		-		8	67%	4	33%
Spanish-Amigos	14	(2.71)	3	21%	4	29%	7	50%	-	
- more Spanish[1]	7	(3.14)	3	43%	2	29%	2	29%	-	
- less Spanish[2]	7	(2.29)	-		2	29%	5	71%	-	

6a. How good are you at translating from Spanish to English?

Grades 5 & 6	N	Scale[3]: Means	I can translate everything (5)		I can translate most things (4)		I can translate some things but not very many (3)		I can hardly translate anything (2)		I can't translate at all (1)
English-Amigos	13	(3.31)	1	8%	4	31%	6	46%	2	15%	-
Spanish-Amigos	17	(3.94)	4	24%	8	47%	5	29%	-		-
- more Spanish[1]	10	(3.90)	2	20%	5	50%	3	30%	-		-
- less Spanish[2]	7	(4.00)	2	29%	3	43%	2	29%	-		-
Grade 4											
English-Amigos	12	(3.25)	-		6	50%	3	25%	3	25%	-
Spanish-Amigos	15	(4.00)	2	13%	11	73%	2	13%	-		-
- more Spanish[1]	7	(4.14)	2	29%	4	57%	1	14%	-		-
- less Spanish[2]	8	(3.87)	-		7	87%	1	12%	-		-

6b. How good are you at translating from English to Spanish?

Grades 5 & 6	N	Scale[3]: Means	I can translate everything (5)		I can translate most things (4)		I can translate some things but not very many (3)		I can hardly translate anything (2)		I can't translate at all (1)
English-Amigos	13	(3.46)	2	15%	3	23%	7	54%	1	8%	-
Spanish-Amigos	16	(3.88)	2	12%	10	62%	4	25%	-		-
- more Spanish[1]	9	(3.67)	-		6	67%	3	33%	-		-
- less Spanish[2]	7	(4.14)	2	29%	4	57%	1	14%	-		-
Grade 4											
English-Amigos	12	(3.74)	1	8%	5	42%	4	33%	2	17%	-
Spanish-Amigos	15	(3.80)	1	7%	10	67%	4	27%	-		-
- more Spanish[1]	7	(3.71)	1	14%	3	43%	3	43%	-		-
- less Spanish[2]	8	(3.87)	-		7	87%	1	12%	-		-

7a. How often have you translated from Spanish to English for your family?

			many times		quite a few times		only a few times		hardly at all		never	
		Scale[3]:	(5)		(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**											
		Means										
English-Amigos	13	(3.54)	3	23%	4	31%	4	31%	1	8%	1	8%
Spanish-Amigos	17	(3.00)	5	29%	1	6%	4	24%	3	18%	4	24%
- more Spanish[1]	10	(3.70)	5	50%	1	10%	2	20%	-		2	20%
- less Spanish[2]	7	(2.00)	-		-		2	29%	3	43%	2	29%
Grade 4												
English-Amigos	12	(2.58)	1	8%	3	25%	2	17%	2	17%	4	33%
Spanish-Amigos	15	(3.33)	6	40%	2	13%	3	20%	2	13%	2	13%
- more Spanish[1]	7	(4.14)	4	57%	2	29%	-		-		1	14%
- less Spanish[2]	8	(3.00)	2	25%	-		3	38%	2	25%	1	12%

7b. How often have you translated from English to Spanish for your family?

			many times		quite a few times		only a few times		hardly at all		never	
		Scale[3]:	(5)		(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**											
		Means										
English-Amigos	13	(2.69)	2	15%	2	15%	3	23%	2	15%	4	31%
Spanish-Amigos	17	(3.59)	8	47%	1	6%	4	24%	3	18%	1	6%
- more Spanish[1]	10	(4.00)	6	60%	1	10%	1	10%	1	10%	1	10%
- less Spanish[2]	7	(3.00)	2	29%	-	-	3	43%	2	29%	-	
Grade 4												
English-Amigos	12	(2.58)	1	8%	1	8%	5	42%	2	17%	3	25%
Spanish-Amigos	15	(3.47)	6	40%	3	20%	1	7%	2	13%	3	20%
- more Spanish[1]	7	(3.29)	3	43%	1	14%	-		1	14%	2	29%
- less Spanish[2]	8	(3.62)	3	38%	2	25%	1	12%	1	12%	1	12%

8a. Do you think that you could now teach your sisters or your brothers to speak and to understand Spanish?

			Yes, I could be a very good teacher		Yes, I could teach them quite a lot		Yes, I could teach them a little		No, I could not teach them at all	
		Scale[3]:	(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**									
		Means								
English-Amigos	12	(2.67)	3	25%	3	25%	5	42%	1	8%
Spanish-Amigos	14	(3.14)	7	50%	2	14%	5	36%	-	
- more Spanish[1]	8	(3.25)	4	50%	2	25%	2	25%	-	
- less Spanish[2]	6	(3.00)	3	50%	-		3	50%	-	
Grade 4										
English-Amigos	12	(2.25)	1	8%	3	25%	6	50%	2	17%
Spanish-Amigos	15	(3.07)	5	33%	7	47%	2	13%	1	7%
- more Spanish[1]	7	(3.00)	2	29%	4	57%	-		1	14%
- less Spanish[2]	8	(3.12)	3	38%	3	38%	2	25%	-	

8b. Do you think that you could now teach your sisters or your brothers to speak and to understand English?

			Yes, I could be a very good teacher		Yes, I could teach them quite a lot		Yes, I could teach them a little		No, I could not teach them at all	
		Scale[3]:	(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**									
		Means								
English-Amigos	10	(3.20)	5	50%	3	30%	1	10%	1	10%
Spanish-Amigos	15	(3.13)	5	33%	7	47%	3	20%	-	
- more Spanish[1]	9	(2.78)	1	11%	5	56%	3	34%	-	
- less Spanish[2]	6	(3.67)	4	67%	2	33%	-		-	
Grade 4										
English-Amigos	12	(3.25)	6	50%	3	25%	3	25%	-	
Spanish-Amigos	14	(3.07)	5	36%	7	50%	-		2	14%
- more Spanish[1]	7	(2.86)	1	14%	5	71%	-		1	14%
- less Spanish[2]	7	(3.29)	4	57%	2	29%	-		1	14%

9a. How often have you tried to be the Spanish "teacher" in your family?

			They ask me to teach them Spanish very often		They ask me to teach them Spanish sometimes, but not very often		They only ask me what certain Spanish words mean		They never ask me to help them in Spanish	
		Scale[3]:	(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**									
		Means								
English-Amigos	13	(2.54)	2	15%	5	38%	4	31%	2	15%
Grade 4										
English-Amigos	12	(2.25)	2	17%	3	25%	3	25%	4	33%

9b. How often have you tried to be the English "teacher" in your family?

			They ask me to teach them English very often		They ask me to teach them English sometimes, but not very often		They only ask me what certain English words mean		They never ask me to help them in English	
		Scale[3]:	(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**									
		Means								
Spanish-Amigos	16	(2.69)	4	25%	4	25%	7	44%	1	6%
- more Spanish[1]	9	(2.89)	3	33%	2	22%	4	44%	-	
- less Spanish[2]	7	(2.43)	1	14%	2	29%	3	43%	1	14%
Grade 4										
Spanish-Amigos	15	(2.47)	4	27%	3	20%	4	27%	4	27%
- more Spanish[1]	7	(3.00)	3	43%	2	29%	1	14%	1	14%
- less Spanish[2]	8	(2.00)	1	12%	1	12%	3	38%	3	38%

10. At home, with your parents or brothers or sisters, how often do you speak in Spanish and in English?

			I speak Spanish all of the time		I speak in Spanish most of the time; once in a while I speak in English		I hardly speak Spanish; it is almost always English		I never speak Spanish; it is always English	
		Scale[3]:	(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**									
		Means								
English-Amigos	11	(1.91)	-		3	27%	4	36%	4	36%
Spanish-Amigos	17	(2.53)	2	12%	8	47%	4	23%	3	18%
- more Spanish[1]	10	(3.20)	2	20%	8	80%	-		-	
- less Spanish[2]	7	(1.57)	-		-		4	57%	3	43%
Grade 4										
English-Amigos	12	(1.83)	-		1	8%	8	67%	3	25%
Spanish-Amigos	15	(2.67)	3	20%	4	27%	8	53%	-	
- more Spanish[1]	7	(3.43)	3	43%	4	57%	-		-	
- less Spanish[2]	8	(2.00)	-		-		8	100%	-	

11. When you talk with your school friends who are Spanish-speaking at home, which language do you use when you meet after school or on the way home?

			always Spanish		most of the time Spanish		sometimes English, sometimes Spanish		most of the time English		always English	
		Scale[3]:	(5)		(4)		(3)		(2)		(1)	
Grades 5 & 6	**N**											
		Means										
English-Amigos	13	(2.00)	-		1	8%	4	31%	2	15%	6	46%
Spanish-Amigos	17	(2.41)	1	6%	2	12%	4	24%	6	35%	4	24%
- more Spanish[1]	10	(2.80)	1	10%	1	10%	4	40%	3	30%	1	10%
- less Spanish[2]	7	(1.86)	-		1	14%	-		3	43%	3	43%
Grade 4												
English-Amigos	12	(2.25)	-		2	17%	3	25%	3	25%	4	33%
Spanish-Amigos	15	(3.20)	5	33%	1	7%	4	27%	2	13%	3	20%
- more Spanish[1]	7	(3.43)	3	43%	-		2	29%	1	14%	1	14%
- less Spanish[2]	8	(3.00)	2	25%	1	13%	2	25%	1	13%	2	25%

12a. Do you think any of your friends would make fun of you if they heard you speaking Spanish?

Grades 5 & 6	N		No (1)		Yes (2)	
English-Amigos	12	(1.25)/(1.08)	9	75%	3	25%
Spanish-Amigos	16	(1.12)/(1.17)	14	88%	2	12%
- more Spanish[1]	10	(1.00)/(1.18)	10	100%	-	
- less Spanish[2]	6	(1.33)/(1.14)	4	67%	2	33%
Grade 4						
English-Amigos	12	(1.08)/(1.00)	11	92%	1	8%
Spanish-Amigos	14	(1.07)/(1.08)	13	93%	1	7%
- more Spanish[1]	6	(1.17)/(1.20)	5	83%	1	17%
- less Spanish[2]	8	(1.00)/(1.00)	8	100%	-	

12b. Do you think any of your friends would make fun of you if they heard you speaking English?

	N		No (1)		Yes (2)	
English-Amigos	12	11	92%	1	8%	
Spanish-Amigos	18	15	83%	3	17%	
- more Spanish[1]	11	9	82%	2	18%	
- less Spanish[2]	7	6	86%	1	14%	
Grade 4						
English-Amigos	12	12	100%	-		
Spanish-Amigos	13	12	92%	1	8%	
- more Spanish[1]	5	4	80%	1	20%	
- less Spanish[2]	8	8	100%	-		

13a. Now that you are learning to speak and understand Spanish and English, have you made any very good friends who are Spanish-speaking?

			Yes, several		Yes, but only one or two		No, none at all	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	**N**	**Means**						
English-Amigos	13	(2.31)/(2.69)	6	46%	5	38%	2	15%
Spanish-Amigos	17	(2.70)/(2.88)	12	70%	5	29%	-	
- more Spanish[1]	10	(2.70)/(2.78)	7	70%	3	30%	-	
- less Spanish[2]	7	(2.71)/(3.00)	5	71%	2	29%	-	
Grade 4								
English-Amigos	12	(2.67)/(3.00)	8	67%	4	33%	-	
Spanish-Amigos	15	(2.67)/(2.64)	11	73%	3	20%	1	7%
- more Spanish[1]	7	(2.43)/(2.33)	4	57%	2	29%	1	14%
- less Spanish[2]	8	(2.88)/(2.88)	7	88%	1	12%	-	

13b. Now that you are learning to speak and understand Spanish and English, have you made any very good friends who are English-speaking?

	N		Yes, several		Yes, but only one or two		No, none at all	
			(3)		(2)		(1)	
Grades 5 & 6	**N**							
English-Amigos	13	10	77%	2	15%	1	8%	
Spanish-Amigos	16	14	88%	2	12%	-		
- more Spanish[1]	9	7	78%	2	22%	-		
- less Spanish[2]	7	7	100%	-		-		
Grade 4								
English-Amigos	12	12	100%	-	-			
Spanish-Amigos	14	10	71%	3	21%	1	7%	
- more Spanish[1]	6	3	50%	2	33%	1	17%	
- less Spanish[2]	8	7	88%	1	12%	-		

14. Would you rather have English-speaking or Spanish-speaking friends?

		I would rather have English-speaking friends than Spanish-speaking ones		I would like to have some English-speaking friends and some Spanish-speaking friends		I would rather have Spanish-speaking friends than English-speaking ones	
		(No scale was used for this question.)					
Grades 5 & 6	**N**						
English-Amigos	12	2	17%	10	83%	-	
Spanish-Amigos	16	2	12%	14	88%	-	
-more Spanish[1]	9	1	11%	8	89%	-	
-less Spanish[2]	7	1	14%	6	86%	-	
Grade 4							
English-Amigos	12	5	42%	7	58%	-	
Spanish-Amigos	15	3	20%	11	73%	1	7%
-more Spanish[1]	7	1	14%	5	71%	1	14%
-less Spanish[2]	8	2	25%	6	75%	-	

Schools in the United States have children from various racial, ethnic, and language backgrounds. From your own experience in school, do you feel you really know how different cultural groups think and feel about things?

15. Think about Spanish-speaking people:

			I think I know very well how Hispanic Americans think and feel		I know only a little about how Hispanic Americans think and feel		I don't know at all how Hispanic Americans think and feel	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	**N**	**Means**						
English-Amigos	12	(2.08)	4	33%	5	42%	3	25%
Spanish-Amigos	17	(2.32)	9	53%	5	29%	3	18%
- more Spanish[1]	10	(2.50)	7	70%	1	10%	2	20%
- less Spanish[2]	7	(2.14)	2	29%	4	57%	1	14%
Grade 4								
English-Amigos	12	(1.92)	2	17%	7	58%	3	25%
Spanish-Amigos	15	(2.06)	4	27%	8	53%	3	20%
- more Spanish[1]	7	(1.86)	1	14%	4	57%	2	29%
- less Spanish[2]	8	(2.25)	3	38%	4	50%	1	12%

16. Think about white American (English-speaking) people:

			I think I know very well how white Americans think and feel		I know only a little about how white Americans think and feel		I don't know at all how white Americans think and feel	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	N							
		Means						
English-Amigos	12	(2.67)	8	67%	4	33%	-	
Spanish-Amigos	17	(2.24)	6	35%	9	53%	2	12%
- more Spanish[1]	10	(2.20)	3	30%	6	60%	1	10%
- less Spanish[2]	7	(2.28)	3	43%	3	43%	1	14%
Grade 4								
English-Amigos	12	(2.58)	7	58%	5	42%	-	
Spanish-Amigos	14	(2.38)	6	43%	7	50%	1	7%
- more Spanish[1]	6	(2.50)	3	50%	3	50%	-	
- less Spanish[2]	8	(2.25)	3	38%	4	50%	1	12%

17. Think about African-American (English-speaking) people:

			I think I know very well how African Americans think and feel		I know only a little about how African Americans think and feel		I don't know at all how African Americans think and feel	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	N							
		Means						
English-Amigos	12	(2.00)	4	33%	4	33%	4	33%
Spanish-Amigos	17	(1.93)	5	29%	6	35%	6	35%
- more Spanish[1]	10	(2.00)	3	30%	4	40%	3	30%
-less Spanish[2]	7	(1.86)	2	29%	2	29%	3	43%
Grade 4								
English-Amigos	12	(2.00)	4	33%	4	33%	4	33%
Spanish-Amigos	14	(1.94)	2	14%	9	64%	3	21%
- more Spanish[1]	6	(2.00)	1	17%	4	67%	1	17%
- less Spanish[2]	8	(1.88)	1	12%	5	62%	2	25%

18. From your own experiences in school, how different are these groups from one another?

			Hispanic Americans are *very much like* white Americans and African Americans		Hispanic Americans are *similar* to other Americans in some ways and *different* in other ways		Hispanic Americans are *very different* from white Americans and African Americans	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	**N**	**Means**						
English-Amigos	13	(2.07)	4	31%	6	46%	3	23%
Spanish-Amigos	16	(2.14)	5	31%	8	50%	3	19%
- more Spanish[1]	9	(2.00)	2	22%	5	56%	2	22%
- less Spanish[2]	7	(2.29)	3	43%	3	43%	1	14%
Grade 4								
English-Amigos	12	(2.00)	2	17%	8	67%	2	17%
Spanish-Amigos	15	(2.06)	4	27%	8	53%	3	20%
- more Spanish[1]	7	(1.88)	1	14%	4	57%	2	28%
- less Spanish[2]	8	(2.25)	3	38%	4	50%	1	12%

19. From your experiences in schools where different groups of students (like white, African American, Hispanic) are mixed in the same classrooms, do you like the mixture?

			I like very much having all different groups mixed in each classroom		I like some things about mixed classes, but dislike other things about them		I dislike mixed classrooms; I'd rather have each group in its own classroom	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	**N**	**Means**						
English-Amigos	13	(2.92)	12	92%	1	8%	-	
Spanish-Amigos	15	(2.66)	11	73%	3	20%	1	7%
- more Spanish[1]	8	(2.62)	6	75%	1	12%	1	12%
- less Spanish[2]	7	(2.71)	5	71%	2	29%	-	
Grade 4								
English-Amigos	12	(2.83)	10	83%	2	17%	-	
Spanish-Amigos	15	(3.00)	15	100%	-		-	
- more Spanish[1]	7	(3.00)	7	100%	-		-	
- less Spanish[2]	8	(3.00)	8	100%	-		-	

20a. (For English-Amigos) Suppose you happened to be born into a Spanish-speaking family, would you be just as happy to be a Hispanic American as an English-speaking American?

			I would be just as happy to be a Spanish-speaking American		I am not sure how I would feel		I would not want to be a Spanish-speaking American	
		Scale[3]	(3)		(2)		(1)	
Grades 5 & 6	N							
		Means						
English-Amigos	12	(2.50)	7	58%	4	33%	1	8%
Grade 4								
English-Amigos	12	(2.50)	6	50%	6	50%	-	

20b. (For Spanish-Amigos) Suppose you happened to be born into an English-speaking family, would you be just as happy to be an English-speaking American as a Spanish-speaking American?

			I would be just as happy to be an English-speaking American		I am not sure how I would feel		I would not want to be an English-speaking American	
		Scale[3]	(3)		(2)		(1)	
Grades 5 & 6	N							
		Means						
Spanish-Amigos	16	(2.46)	8	50%	7	44%	1	6%
- more Spanish[1]	9	(2.22)	3	33%	5	56%	1	11%
- less Spanish[2]	7	(2.71)	5	71%	2	29%	-	
Grade 4								
Spanish-Amigos	14	(2.71)	10	71%	4	29%	-	
- more Spanish[1]	6	(2.67)	4	67%	2	33%	-	
- less Spanish[2]	8	(2.75)	6	75%	2	25%	-	

21. Do you enjoy studying Spanish and English the way you do at your school?

			I enjoy it very much		Some of it is good, some not so good		Most of it is not good	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	N	Means						
English-Amigos	13	(2.46)	6	46%	7	54%	-	
Spanish-Amigos	17	(2.70)	12	71%	5	29%	-	
- more Spanish[1]	10	(2.90)	9	90%	1	10%	-	
- less Spanish[2]	7	(2.43)	3	43%	4	57%	-	
Grade 4								
English-Amigos	12	(2.50)	6	50%	6	50%	-	
Spanish-Amigos	15	(2.86)	11	73%	3	20%	1	7%
- more Spanish[1]	7	(2.57)	5	71%	1	14%	1	14%
- less Spanish[2]	8	(2.75)	6	75%	2	25%	-	

22. Would you rather go to an all-English school?

			Yes, I would very much		I'm not sure		No, I enjoy school as it is	
		Scale[3]:	(1)		(2)		(3)	
Grades 5 & 6	N	Means						
English-Amigos	12	(2.58)	-		5	42%	7	58%
Spanish-Amigos	17	(2.41)	2	12%	6	35%	9	53%
- more Spanish[1]	10	(2.60)	1	10%	2	20%	7	70%
- less Spanish[2]	7	(2.14)	1	14%	4	57%	2	29%
Grade 4								
English-Amigos	12	(2.00)	2	17%	4	33%	6	50%
Spanish-Amigos	15	(2.54)	1	7%	5	33%	9	60%
- more Spanish[1]	7	(2.71)	-		2	29%	5	71%
-less Spanish[2]	8	(2.38)	1	12%	3	38%	4	50%

23. In your opinion, is too much school time spent on Spanish?

			Yes, too much time is spent on Spanish		Just about the right amount of time is spent on Spanish		Not enough time is spent on Spanish	
		Scale[3]:	(1)		(2)		(3)	
Grades 5 & 6	**N**							
		Means						
English-Amigos	12	(2.08)	1	8%	9	75%	2	17%
Spanish-Amigos	17	(2.05)	1	6%	14	82%	2	12%
- more Spanish[1]	10	(2.10)	1	10%	7	70%	2	20%
- less Spanish[2]	7	(2.00)	-		7	100%	-	
Grade 4								
English-Amigos	12	(1.92)	2	17%	9	75%	1	8%
Spanish-Amigos	15	(1.94)	1	7%	14	93%	-	
- more Spanish[1]	7	(2.00)	-		7	100%	-	
- less Spanish[2]	8	(1.88)	1	12%	7	88%	-	

24. Do you want to continue learning Spanish?

			I want to continue with Spanish very much		I'd like to continue but put less time into Spanish		I don't really want to learn Spanish anymore	
		Scale[3]:	(3)		(2)		(1)	
Grades 5 & 6	**N**							
		Means						
English-Amigos	12	(2.67)	8	67%	4	33%	-	
Spanish-Amigos	17	(2.65)	11	65%	6	35%	-	
-more Spanish[1]	10	(2.80)	8	80%	2	20%	-	
-less Spanish[2]	7	(2.43)	3	43%	4	57%	-	
Grade 4								
English-Amigos	12	(2.25)	6	50%	3	25%	3	25%
Spanish-Amigos	15	(2.52)	8	53%	7	47%	-	
-more Spanish[1]	7	(2.43)	3	43%	4	57%	-	
-less Spanish[2]	8	(2.62)	5	62%	3	37%	-	

25. Do you think you are behind in English compared to children at other schools who do not study Spanish?

			Yes, I am definitely behind in English		I may be a bit behind but not very much		I don't think I'm behind in English at all		I may be ahead in English	
		Scale[3]:	(1)		(2)		(3)		(4)	
Grades 5 & 6	**N**									
		Means								
English-Amigos	12	(3.00)	2	17%	2	17%	2	17%	6	50%
Spanish-Amigos	17	(2.59)	1	6%	6	35%	9	53%	1	6%
-more Spanish[1]	10	(2.50)	1	10%	4	40%	4	40%	1	10%
-less Spanish[2]	7	(2.71)	-		2	29%	5	71%	-	
Grade 4										
English-Amigos	12	(3.25)	1	8%	2	17%	2	17%	7	58%
Spanish-Amigos	15	(2.73)	1	7%	6	40%	4	27%	4	27%
-more Spanish[1]	7	(3.00)	-		3	43%	1	14%	3	43%
-less Spanish[2]	8	(2.50)	1	12%	3	38%	3	38%	1	12%

Table 2

Average Spanish and English Reading Scores of Spanish-Amigos

	Mainly Spanish Used at Home			Little Spanish Used at Home		
	Raven Scores[1]	English Reading (CAT Scores)[2]	Spanish Reading (SABE Scores)[2]	Raven Scores	English Reading	Spanish Reading
Grade 4	IV	3.14 (5)[3]	3.38 (5)	III	4.78 (8)	3.89 (8)
Grade 5	III	4.24 (5)	4.28 (6)	II+	5.33 (3)	5.10 (2)
Grade 6	III+	7.78 (3)	6.15 (4)	III-	5.73 (3)	3.63 (3)

[1] The Raven Progressive Matrices test is a standardized non-verbal measure of abstract reasoning that is correlated with other measures of IQ and academic achievement. As scaled here, the norms are given in Roman numerals from highest as I to lowest as IV. The "intellectually average" scores fall between III+ to III-.

[2] The average scores on the California Achievement Test (CAT) of English competence and its Spanish adaptation, the Spanish Assessment of Basic Skills (SABE), are scaled around grade norms so that, for example, at Grade 4 the average or norm score is 4.00.

[3] The sample sizes are given in parentheses.

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